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ABSTRACT

In its first three sections, this report lists members of the Montana Council on Vocational Education, describes the council structure, identifies its purpose, and outlines its duties and responsibilities. Section 4 describes the activities of three standing committees: policy and planning; evaluation and employment; and coordination and communication. Section 5 describes three public hearings conducted by the council: Vocational Education--A Cooperative Effort, held in 1985 and 1986; Impact of High School Graduation Requirements on Vocational Education Programs, held in 1987; and Assessing Vocational Education Needs, held in 1988. Section 6 describes two conferences co-sponsored by the council: economic development in 1986 and preparing for the nineties in 1988. Section 7 provides the council recommendations for the planning period 1986-1988 in the following areas: economic development, funding, articulation, data collection system, advisory councils, request for proposals modifications; apprising students of vocational education offerings, model programs for the handicapped, technical committees, linkages with the private sector, curriculum, secondary vocational education task force, balance between vocational education and academic education, coordination, marketing, representation of vocational education on boards, a center for vocational education, and exemplary coordination project. (CML)

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Seeking Direction For Vocational and Technical Education in the 1990s

Report of



Fiscal Years
1986-88

**MONTANA COUNCIL ON
VOCATIONAL EDUCATION**

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MONTANA COUNCIL ON VOCATIONAL EDUCATION

1988-89 COUNCIL MEMBERSHIP

Kenneth Bruwelheide, Associate Professor, Department of Agriculture and Industrial Agriculture, Montana State University, Bozeman. Serves on the MCVE Evaluation and Employment Committee.

Jeff Dietz, Director, Vocational Education, Billings Public Schools, Principal, Billings Career Center. Serves on the MCVE Policy and Planning Committee.

Duane Gebhardt, Secondary Vo-Ag Teacher, Cascade High School. Serves as chairman of the MCVE Evaluation and Employment Committee.

Hal Jacobson, Public Relations/Draftsman, Vice President, Jacobson Architects, Helena. Serves on the MCVE Communication and Coordination Committee.

Jon Jourdonnais, Orthodontist, Great Falls. Vice Chairman of MCVE and serves on the MCVE Evaluation and Employment Committee.

Patricia Kercher, Department Chairperson, Student Services/Trades & Industry, Great Falls Vocational-Technical Center. Serves on the MCVE Evaluation and Employment Committee.

Dennis Lerum, Director, Missoula Vocational-Technical Center. Serves as chairman of the MCVE Policy and Planning Committee.

George McCallum, Owner, Real Estate and Cable TV Company, Plains. Former Senator from District #26 for 18 years. Serves on the MCVE Policy and Planning Committee.

Glenn Roush, Natural Gas Production and Transmission, Montana Power Co., former State Representative, Cut Bank. Serves as chairman of the MCVE Coordination and Communication Committee.

Robert Schaal, Dean of Instruction, Dawson Community College, Glendive. Serves on the MCVE Policy and Planning Committee.

Avis Ann Tobin, Management Consultant, Helena. Serves on the MCVE Coordination and Communication Committee.

J. Melvin Williams, former State Representative from District #85 for 14 years, Laurel. MCVE Chairman.

COUNCIL STAFF

James W. Fitzpatrick, Executive Director

Lucie C. Willson, Administrative Assistant

Executive Management Building
1228 - 11th Avenue
Helena, MT 59620
Phone — 406-444-2964

MONTANA COUNCIL ON VOCATIONAL EDUCATION



EXECUTIVE MANAGEMENT BUILDING

1228 11TH AVENUE

STATE OF MONTANA

(406) 444-2964

HELENA, MONTANA 59620

JAMES W. FITZPATRICK
EXECUTIVE DIRECTOR

January 20, 1989

The Honorable Stan Stephens
Governor of Montana
Executive Office, State Capitol
Helena, MT 59620

Dear Governor Stephens:

The Montana Council on Vocational Education is pleased to submit this report titled, "Seeking Direction for Vocational and Technical Education in the 1990's," for the planning period 1986-1988. This report is mandated pursuant to council duties and responsibilities as outlined in Section 112, 2d of the 1984 Carl D. Perkins Vocational Education Act. The council has provided appropriate state agencies and boards with specific recommendations and position statements on various issues.

This report contains an overview of council activities, highlights testimony from public hearings, conference summaries, and council recommendations. The council is hopeful this report will be useful to decision makers at the state and local levels in efforts to formulate policy and establish direction for Montana's vocational and technical education delivery system.

The council commends the Governor, Board of Regents, Board of Public Education, Office of Public Instruction, secondary and postsecondary training personnel, and other agencies and organizations for their outstanding efforts to expand, improve, and modernize Montana's vocational and technical education programs and systems.

Thank you for your continued support of Montana's vocational and technical education system as we approach the next decade.

Sincerely,

A handwritten signature in cursive script that reads "J. Melvin Williams".

J. Melvin Williams
Chairman

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PREFACE

This report titled, **Seeking Direction for Vocational and Technical Education in the 1990's**, is a compilation of the Montana Council on Vocational Education activities for the planning period, 1986-1988. The report contains a listing of committee activities, highlights of testimony presented at council public hearings, a summary of conferences sponsored by the council, and council recommendations.

During the planning period, significant changes occurred which directly affected Montana secondary and postsecondary vocational technical education delivery systems. The 50th Montana Legislature transferred the governance of postsecondary vocational-technical centers to the Board of Regents of Higher Education. House Bill 39, which provided for the governance change, included a broad array of activities for the transition process and mandated the Board to report to the 51st Montana Legislature on:

1. A plan for reorganization of the delivery system for **all** postsecondary vocational-technical education in Montana;
2. A long-term plan for achieving high quality programs at the vocational-technical centers through the possibility of **program specialization** at each Center;
3. The feasibility and appropriateness of **closure** of one or more of the vocational-technical facilities;
4. A plan for **elimination of programs** that serve few students;
5. A plan for **consolidation of administrative functions** of the individual Centers which could result in cost savings and more efficient operations; and
6. The feasibility of consolidating postsecondary vocational-technical **facilities and staff** with nearby units of the university system.

In addition, the Board of Regents addressed other major concerns including funding and program duplication.

In 1988, a Center for Vocational Education Research, Curriculum and Personnel Development was established at Northern Montana College at Havre, Montana. The Center involves a consortium approach for identifying needs and providing services to all components of the vocational education delivery system and other service providers. The Center has conducted a statewide needs assessment, worked closely with technical committees, and has provided numerous services throughout the state.

Several major developments occurred during the planning period which had implications and directly affected Montana's secondary vocational education. These included reduced financial support from the state level, the impact of CI 105 on districts to adequately fund programs, university admission policies, and Project Excellence.

In response to these developments and changes, the State Council became actively involved with the sole state agent (Board of Regents), Office of Public Instruction, Board of Public Education, Department of Labor and Industry, the Governor's Office, and other agencies relative to activities consistent with mandated responsibilities. The result of these efforts are contained in this report.

The Montana Council on Vocational Education commends the many agencies and individuals for their cooperation and diligent efforts for the betterment of Montana's vocational and technical education systems. May this report serve as a basis to decision makers for improving, refining, and formulating future policy and plans as we approach the 21st Century.

Preface

Council Structure

Council Purpose

Council Duties & Responsibilities

I COUNCIL STRUCTURE

The Montana Council on Vocational Education, appointed by the Governor, consists of 13 members. Seven represent the private sector (two of these are from labor) and six represent secondary and postsecondary institutions, including career guidance and counseling, special populations, and special education.

II COUNCIL PURPOSE

The Montana Council on Vocational Education was created in 1985, by Executive Order No. 3-85, to comply with the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524), which replaced the Vocational Education Act of 1963. The Act requires each state to establish a State Council on Vocational Education, broadly representative of citizens and groups having an interest in vocational education. The State Council assumed the role of the previous State Advisory Council on Vocational Education, and, although it was reduced in size from twenty-three to thirteen members, the Council was assigned new and expanded responsibilities.

The new responsibilities mandated in the Carl D. Perkins Vocational Education Act require the Council to become involved in making reports and recommendations on the following issues: policies the State should pursue to strengthen vocational education; initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs; the adequacy and effectiveness of coordination that takes place between vocational education and the Job Training Partnership Act; and the adequacy and effectiveness of the vocational education delivery systems assisted under the Carl D. Perkins and Job Training Partnership Acts.

The State Council works with the sole state agent to carry out many of its responsibilities. During fiscal years 1986 and 1987, the Office of Public Instruction was the sole state agent for vocational education for the state of Montana. The 50th Legislature designated the State Board of Regents of Higher Education to serve as the sole state agent for vocational education beginning July 1, 1987.

III COUNCIL DUTIES AND RESPONSIBILITIES

The Carl Perkins Vocational Education Act requires the State Council to—

- advise the State Board of Regents (State Board) on the development of the State Plan for vocational education.
- advise the State Board and make reports to the Governor, business community and general public concerning:
 - policies the state should pursue to strengthen vocational education.
 - initiatives and methods the private sector could undertake to help modernize vocational education.
- analyze and report on the distribution of spending for vocational education.
- analyze and report on the availability of vocational education.
- consult with the State Board on the establishment of evaluation criteria for vocational education programs.
- submit recommendations to the State Board on the conduct of vocational education programs which emphasize the use of business concerns and labor organizations.
- assess the distribution of financial assistance provided under the Perkins Act, with particular attention to the distribution of funds between secondary and postsecondary institutions.

- recommend procedures to the State Board to ensure and enhance public participation, particularly that of local employers and local labor organizations, providing vocational education at the local level.
- report to the State Board on the extent to which special populations (handicapped persons; disadvantaged persons; adults needing training or retraining; single parents or homemakers; incarcerated persons; and persons in sex equity programs) have equal access to quality vocational education programs.
- advise the Governor, State Board, State Job Training Coordinating Council, U.S. Secretary of Education, and U.S. Secretary of Labor concerning:
 - an evaluation of the vocational education program delivery systems assisted under the Perkins Act and under JTPA; and
 - the adequacy and effectiveness of the coordination between vocational education and JTPA.
- consult with the State Board on the establishment of technical committees.
- conduct at least one meeting to secure the views of the public on vocational education.

IV COUNCIL ACTIVITIES

Standing Committees:

The State Council standing committee organization is comprised of a Policy and Planning, Evaluation and Employment, and Coordination and Communication Committee. During the 1986-1988 planning period, these committees addressed major vocational technical education issues and concerns and state council mandated responsibilities. Major activities accomplished by each of the committees for the planning period are reported below:

A. POLICY AND PLANNING COMMITTEE

1. Advised the sole state agent on the development of the State Plan for Vocational Education, Fiscal Years 1986-1988; the process for evaluating vocational education programs; and the establishment of technical committees.
2. Reviewed the Office of Public Instruction proposed changes to the Administrative Rules of Montana concerning teacher qualifications and certification and conveyed support of the revisions.
3. Reviewed and recommended the formation of a State Apprenticeship/Vocational Education Steering Committee, upon request from the Governor.
4. Developed a MCVE Policy/Procedures Manual and completed a section defining the creation and definition of "advisory councils."
5. Recommendation forwarded to Superintendent of Public Instruction that federal funds for vocational education be utilized in a manner consistent with the intent of federal legislation.
6. In response to the key issues in vocational education, as identified below, position papers, issue papers and statements were developed and presented:
 - a. Governance of Vocational Technical Centers
 - b. Development of a Research, Curriculum, and Professional Development Center
 - c. College Admission Requirements
 - d. Proposed Accreditation Standards
 - e. Reauthorization of the Carl D. Perkins Vocational Education Act
 - f. Dental Hygiene Training Program
 - g. JTPA/Vocational Education Coordination
7. Consulted with sole state agent/Board of Regents personnel to discuss the planning process for the development of the Fiscal Year 1989-1990 State Plan for Vocational Technical Education.

Council Activities

8. Reviewed and presented recommendations to the sole state agent/Board of Regents personnel for the Fiscal Year 1989-1990 State Plan for Vocational Technical Education and subsequent amendments.

B. EVALUATION AND EMPLOYMENT COMMITTEE

1. Met with personnel from the Job Training Partnership Act (JTPA) and Office of Public Instruction (OPI), Vocational Education Services Division, regarding the coordination between JTPA and vocational education.
2. Conducted on-site evaluations of 8 of the 11 Montana FY 87 projects funded under the 8% JTPA coordination funds.
3. Prepared and distributed the **Vocational Education/JTPA Coordination** report in FY 87.
4. Consulted with personnel from the Office of Public Instruction to review the criteria for evaluation of vocational education programs.
5. Monitored on-site program evaluations conducted by the Office of Public Instruction.
6. Conducted a survey and published a report analyzing the distribution of federal funds provided to the State under the Carl D. Perkins Vocational Education Act.
7. Committee Chair served on the Board of Public Education Project Excellence task force for developing accreditation standards for Vocational/Practical Arts.
8. Developed survey instrument to evaluate JTPA/vocational education coordination.
9. Prepared questions on JTPA/vocational education coordination and received written response from Office of Public Instruction—Vocational Education Services and Job Training Partnership Act personnel. (Efforts coordinated with Coordination and Communication Committee.)

C. COORDINATION AND COMMUNICATION COMMITTEE

1. Conducted a survey and evaluated results regarding business/education partnerships in the state.
2. Co-sponsored a Business + Education = Economic Development, A Statewide Conference, in response to a growing interest in business/education partnerships.
3. Coordinated yearly public hearings for State Council.
4. Formulated commendations and recommendations for inclusion in **Vocational Education/JTPA Coordination** report.
5. Arranged joint meeting of the Montana Council on Vocational Education and Job Training Coordinating Council.
6. Conducted MCVE/JTCC subcommittee on-site visits of JTPA programs in Helena and coordinated joint meeting with JTCC subcommittee.
7. Revised local Advisory Committee handbook in 1986 and in 1988 contracted with Northern Montana College to produce a video and brochure.
8. Produced pamphlet, **Montana's Educational Emergency** and distributed 2,000 copies.
9. Developed and distributed a yearly Council membership brochure.
10. Conducted MCVE Logo Design Contest which involved participation of vocational technical students.
11. Conducted statewide conference, **Preparing for the Next Millennium**, to explore the impact of a changing economy and high technology on Montana's workforce and training needs.

V PUBLIC HEARINGS CONDUCTED

The Carl D. Perkins Vocational Education Act (P.L. 98-524) requires that "the public is given an opportunity to express views concerning the vocational education program of the State." To fulfill this requirement, the State Council has conducted public hearings as summarized below.

Testimony presented at the hearings was a valuable source of topics for Council discussions and research efforts for developing position papers, issue statements, and the recommendations which are presented in this report.

PUBLIC HEARING 1985--1986

Vocational Education—A Cooperative Effort was the topic for public hearings conducted in October, 1985, and October, 1986. A review of testimony provided by participants, indicated the following concerns:

- Employers desire productive employees that are dependable, competent, willing to learn, and have good work attitudes.
- Vocational and other educators need to ensure students have a sound foundation in the basic skills of reading, writing, and mathematics.
- There is a need for increased business and industry/education partnerships.
- Vocational education personnel must be kept up-to-date in their occupational areas and involved with business and industry in their communities.
- Montana must develop new responses to the technological advances revolutionizing the workplace. Vocational education delivery systems within Montana will require greater flexibility than now exists in order to meet those demands.
- There is need for articulation between **all** secondary and postsecondary vocational education programs and institutions.
- Increased opportunities for adults in need of training or retraining must be expanded at all levels of vocational education within Montana.

PUBLIC HEARING 1987

Impact of High School Graduation Requirements on Vocational Education Programs was a key issue with Montana vocational educators in 1987 and MCVE conducted public hearings on this topic, one in conjunction with the Montana Vocational Association State Leadership Conference in October, 1987, and one in Glendive in April, 1988. These hearings were held in response to increased emphasis on academics at the local level, revised accreditation standards for secondary schools, and increased college admission standards. Concerns voiced at these two public hearings were incorporated into position papers and testimony presented at the Board of Regent's public hearings on admission requirements and at the Board of Public Education's public hearings on the proposed accreditation standards.

PUBLIC HEARING 1988

Assessing Vocational Education Needs was the public hearing topic for the 1988 public hearing conducted in conjunction with the Montana Vocational Association State Leadership Conference in Butte, October 20. Individuals presenting testimony represented secondary and postsecondary vocational education, the sole state agent (Board of Regents), the Legislature, special education, incarcerated, and the Department of Labor. A review of the testimony revealed the following concerns and recommendations.

Public Hearings Conducted

Funding:

- Financial support is needed for local school districts to continue and update vocational education programs.
- Establish a reliable funding base for secondary vocational education programs.
- It is important to develop a funding procedure for secondary vocational education in the school foundation program.
- Concern with the reduction of available matching funds caused by the elimination of secondary vocational education state appropriation.
- A stable and equitable funding system for postsecondary vocational education must be established.
- Concern with the appropriation of federal funds to vocational technical centers to supplant general funds.
- Increased funding for postsecondary teacher education and the adaptation of new skills into teacher education curriculum is necessary.

Vocational Education Needs for Special Populations and At-Risk Students:

- Vocational education in secondary schools is essential for all students including "at risk" students.
- Academic and student support services are required for the non-traditional, special needs, handicapped, and displaced homemaker students.
- Vocational education must serve special education and special needs students more effectively.
- Basic education programs are essential for persons to continue in JTPA programs.

Marketing Vocational Education:

- Vocational education must be recognized as an important part of the student's overall education.
- Marketing strategies for vocational education programs and services must be developed.

Importance of Vocational Education in Economic Development:

- Vocational education is essential for the economic development of Montana.
- Vocational education must substantiate its role in economic development.

Curriculum:

- Continual upgrading of equipment, technology, and skills is necessary for students to acquire marketable skills.
- Postsecondary vocational technical education concentrates on skill level training and retraining. Greater emphasis should be placed on training in the areas of leadership, citizenship, work ethics, and pride of ownership.

Business/Education Coordination:

- Vocational technical education faculty must be exposed and involved in respective business communities through business partnerships, advisory committees, internships, and teacher/worker exchange programs.

Postsecondary Institutions:

- It is necessary to achieve the highest level of productivity from each postsecondary vocational technical education institution.
- Articulation of vocational education credits between all educational units in the state is important.

JTPA Coordination:

- Continued cooperation and linkages between JTPA and education is important.
- Continued participation of individuals representative of vocational education on JTPA councils is desirable.

VI CONFERENCES

BUSINESS + EDUCATION = ECONOMIC DEVELOPMENT

The Montana Council on Vocational Education and Office of Public Instruction co-sponsored a unique and highly successful state conference in the fall of 1986. The **B + E = ED Conference** was a statewide conference to stimulate Business/Education Cooperation and was attended by more than 175 educators, school administrators, and business/industry representatives.

The conference was developed following results of a survey by the State Council of 187 Montana businesses which were randomly selected. Of the 99 businesses responding, 46% expressed desire to participate in a state level business/education partnership conference and a majority of the respondents endorsed the concept of business/education partnerships as a means of:

- providing valuable work site experience for students;
- increasing communication with schools on which skills employers want;
- encouraging teachers to upgrade their skills to stay current with rapidly changing technology;
- developing a joint analysis of future needs; and
- cooperating on curriculum development.

In reviewing the scope and outcome of the **B + E = ED Conference**, the MCVE Coordination and Communication Committee determined increasing attention was being devoted to the need for improved joint efforts between vocational education and various sectors of business and industry.

Participants attending the conference were provided information and resources allowing them to:

- identify the mutual benefits of partnerships;
- describe various types of partnerships;
- develop techniques for building a collaborative project;
- identify factors contributing to success; and
- develop an action plan for setting up a collaborative partnership.

The State Council was able to identify significant benefits to vocational education through collaboration with business and industry as follows:

- opportunities for staff development: upgrading and updating skills of vocational education instructors;

Conferences

- exposure of students to state-of-the-art equipment and training methods;
- acquisition of modern equipment and instructional materials;
- technical assistance in course and curriculum development;
- support within the private sector for vocational education objectives; and
- new vocational offerings.

PREPARING FOR THE NEXT MILLENNIUM

Vocational Training—Catching Up or Leading the Way?

On September 27, 1988, as a culmination of the 1986-88 planning period and in preparation for vocational education planning for the nineties, the Montana Council on Vocational Education co-sponsored a conference, "Preparing for the Next Millennium," with the following agencies and organizations: Commissioner of Higher Education Office, Office of Public Instruction, Montana Vocational Association, Office of the Governor, Montana Chamber of Commerce, Montana Department of Labor and Industry, Board of Regents, and Board of Public Education. The conference was enthusiastically received by the 150 participants representing education and business/industry.

Featured Speaker, Leonard Lane, addressed the topic, **Creating a Climate for Economic Development with an Overview of Tomorrow's Work Force**. He addressed the workforce needs, the global economy, the role of business and government, and education and training needs. Mr. Lane stressed the importance of highly educated, multi-skilled individuals as a key to our economic future and stated one principle way to meet the challenge of international competition is through education. He told the audience, "Businesses should be managing now for the 90's—you (educators) are going to be providing the people that are going into that workforce in the 90's." Education and economic development are not ends in themselves—they are a means to an end, Mr. Lane stated, and there is pressure on education and training systems to be responsive to dynamically changing markets throughout the world. Since businesses must be responsive to these changing markets throughout the world, he commented, the most important skill people need to learn is how to learn; and also they need the ability to think and reason; to read and write; to speak and converse; to listen and observe; to think critically; to use computers and calculators; and to be exposed to and experience several attitudes that will be essential to their functioning in the future workforce. Mr. Lane's statement referring to a collaborative effort which increases communication and decreases the isolation between education and the business community helped set the stage for the conference.

Phil Brooks, State Economist, Department of Commerce, and Dr. Paul Polzin, Director, Bureau of Business and Economic Research, University of Montana, presented the session on **Montana's Future: Economic Development and a Changing Workforce**. They identified the changes in Montana's economy from the 1970's to the 1980's and forecasted the economy and workforce for the next decade.

Persons representing some of Montana's major businesses and industries—mining, agriculture, tourism, forestry, and health—participated in a panel discussion titled, **Tomorrow's Jobs and Training Needs: A View from Business and Industry**. They presented an overview of their industry, jobs available, and skills and training needs by their employees, and in particular, future needs.

The gubernatorial candidates were invited to address the conference luncheon on the topic, **A Plan for Economic Development with Implications for Vocational and Technical Training**. This topic was especially well received and led into the first afternoon session, **Creating Policy and Designing Vocational and Technical Education for the 21st Century**.

Representatives from Montana State University, Northern Montana College, Miles Community College, Montana Council on Vocational Education, and the Office of Public Instruction participated in a panel discussion identifying the present and future training and education needs. They discussed needs of the non-traditional student, the challenge to utilize technology and be flexible in presenting programs to accommodate students, competency-based education, the commitment of life-long learning, and the need for retraining.

Dr. Gus Korb, Director, Montana Center for Vocational Education Research, Curriculum, and Personnel Development, Northern Montana College; Dr. Carrol Krause, Commissioner of Higher Education; Brady Vardemann, Deputy Commissioner for Vocational Technical Education; and Jim Whealon, Director, Vocational Education, Office of Public Instruction, presented projected activities and the long-range plan for vocational education in the state of Montana.

Strategies for Marketing Vocational-Technical Education, the concluding session, was presented by Charles Corrigan, Dean of Administrative Services, Flathead Valley Community College, Kalispell, and Jim Fitzpatrick, Executive Director, Montana Council on Vocational Education. They stressed the importance of marketing vocational education, what that means, what needs to be done in the state, and how it can be accomplished.

This conference was highly productive and motivating for both educators and persons from business/industry as they prepare for the 21st Century.

VII COUNCIL RECOMMENDATIONS FOR PLANNING PERIOD 1986-1988

The following recommendations were formulated by the council utilizing information obtained from council public hearings, discussions and/or presentations at council meetings, council standing committees, and from individual council members. Selected recommendations were submitted to the Governor, sole state agent (Board of Regents), Office of Public Instruction, and Board of Public Education.

ECONOMIC DEVELOPMENT

Support an economic development strategy which recognizes vocational education and training as essential components for economic development by defining specific roles and potential contributions such education can make.

Montana's vocational technical education systems at the secondary and postsecondary levels and other training and service providers have an important role in helping to achieve economic development in our state. Growth of new industries and maintenance of our economic base depends on the availability of skilled workers. Montana's comprehensive vocational technical education delivery system which provides education and training in most career fields is making an outstanding contribution to the state. However, cooperative planning efforts and formulation of economic development strategies between the public and private sectors are needed to better identify and respond to training needs. Further, major trends are shaping the educational and training requirements of our state and nation. These include globalization of economic competition, technological change, a shift to service and informational based industries, and changing demographics. In order for Montana to remain economically competitive, a well-trained workforce is essential.

Council Recommend- ations for Planning Period 1986-1988

Economic Development

Funding

FUNDING

Develop and support equitable and stable funding for Montana's secondary and postsecondary vocational technical education systems.

Secondary Vocational Education Programs — Montana's secondary vocational education programs have received funding from federal and state sources for many years. House Bill 618, passed by the Legislature in 1981, provides "a method for allocating funding for secondary vocational and industrial arts programs based on the relative additional costs incurred by high school districts in providing such programs." The State Superintendent of Public Instruction submitted a budget request for funding secondary vocational education for the 1990-91 biennium. In view of the efforts to equalize financing for Montana schools, in accordance with the school funding lawsuit, provisions for funding secondary vocational education should be made within the school foundation program.

Postsecondary Vocational Technical Education — Two alternatives which would provide state level funding are: A statewide mill levy and/or a general fund appropriation. The council supports either alternative or a combination of the two. Loss of the local voted levy, potential loss of Perkins funds for vocational education centers, and the need for increased emphasis on Montana's economic stability and growth create a need for adequate funding for Montana's vocational technical education system.

Apprise the Montana Legislature regarding issues and/or concerns relative to appropriating Perkins funds to the Vocational-Technical Centers.

The appropriation of Carl D. Perkins Vocational Education Act funds is inconsistent and raises the following concerns: (1) maintenance of effort; (2) places the budget authority in jeopardy; and (3) adversely affects programmatic planning and decisions.

Seek funding from the Montana Legislature for a state overmatch for assisting local educational agencies to meet the matching requirement for vocational education project proposals which address handicapped/disadvantaged and other special populations.

Past experience has demonstrated local educational agencies are unable to meet funding requirements. As a result, federal vocational funds are not expended and are reappropriated or reverted.

ARTICULATION

Articulation

Encourage and promote a statewide articulation policy.

A broad-based articulation policy would ensure students who completed similar courses or programs and who possess competency to receive credit when going from one institution to another. Emphasis should be given to a 2 + 2 approach as an integral component of the policy.

DATA COLLECTION SYSTEM

Data Collection System

Initiate a comprehensive data collection and reporting system for secondary and postsecondary vocational technical education.

A uniform data collecting and reporting system is needed to enhance program planning and development and modification and would provide state and local policy makers and planners with valid information for decision making and evaluation purposes. Data collected for vocational purposes should include:

- (a) Data on job market and training needs.
- (b) Labor force supply and demand needs.

- (c) Enrollment and completion patterns.
- (d) Student and employer follow-up.
- (e) Delivery system relevance and effectiveness.
- (f) Effectiveness of serving minorities, special populations, and at-risk students.
- (g) Effectiveness of providing student accessibility & compliance with sex equity & stereotyping.
- (h) Availability and effectiveness of special needs delivery systems.

The comprehensive data collection and reporting system would have application for other program areas as well.

ADVISORY COUNCILS

Establish a policy for utilizing program advisory councils in vocational education programs.

Program advisory councils serve as a primary mechanism to facilitate the educational/occupational/community partnership essential for relevant program development. Today's changing society and workforce requires high quality state-of-the-art training. Close working relationships between education, business, and industry contributes to program effectiveness, relevance of training, and needed skills, and in total, bridges the gap between education and work.

REQUEST FOR PROPOSALS

Paraprofessionals

Add the following to the statewide priorities listed in the narrative section of the current Request for Proposals: "... employment of specialized personnel (paraprofessionals) for serving handicapped and disadvantaged populations."

A paraprofessional is an instructional professional who is assigned to assist and support the teacher with instruction but does not assume the primary responsibility for the classroom. The ideal paraprofessional is one who holds a degree or certificate in vocational education or has had specific training in a skill or occupation directly related to the program served. Paraprofessionals can assist by individualizing instruction and providing specialized assistance to students needing special help.

Career Development

Include priority in the Request for Proposals (RFP) process for establishing career assessment centers.

A well planned systematic career development experience is essential to students for making informal and realistic curricular and career choices and for placement purposes.

APPRISE STUDENTS OF VO-ED OFFERINGS

Encourage school personnel to apprise students of vocational course offerings and the benefits of vocational education programs.

Students must possess knowledge and understanding of vocational course offerings and of the employment and career opportunities commensurate with future career plans and goals. Excellent resources for assisting students in these areas include **Montana Workforce 2000** and **Montana/Supply Demand Report** available from the Montana Department of Labor and Industry.

Advisory Councils

Request for Proposals

Apprise Students of Vo-Ed Offerings

Model Programs for Handicapped

Technical Committees

Linkages with Private Sector

Curriculum

MODEL PROGRAMS FOR HANDICAPPED

Identify model programs and delivery systems for serving handicapped and disadvantaged populations and disseminate appropriate information to secondary and postsecondary personnel.

Accessibility of targeted populations to vocational education programs can be enhanced by providing specialized programs and services. However, leadership must be provided through research and development activities on a statewide basis, i.e., identification of model programs, development of instructional materials, and inservice education to assist teachers in working with targeted populations.

TECHNICAL COMMITTEES

Publicize and disseminate recommendations of technical committees.

The State Council commends the technical committees for providing valuable input, suggestions, and recommendations for improvement of services, potential areas of training, and how vocational technical education can better serve training needs. A report of activities, together with observations, suggestions, and recommendations should be disseminated for program planning and implementation purposes. This information should be sent to appropriate state and federal agencies, secondary schools and postsecondary institutions, job training and service providers, etc.

LINKAGES WITH PRIVATE SECTOR

Identify strategies for establishing linkages between vocational education and the private sector.

Federal and state legislation indicates the need for increased involvement of the private sector in the planning and delivery of vocational education. The conference titled, "Business + Education = Economic Development," conducted in 1987, addressed this issue, however, definitive guidelines for vocational education should be developed and distributed.

CURRICULUM

Initiate a concerted effort in cooperation with the Center for Research, Curriculum, and Professional Development for the purpose of conducting professional development workshops and seminars relating to vocational education curriculum materials and instructional resources.

There is critical need for providing assistance to school personnel to revise, modify, and update vocational curriculum in view of a changing economy and workforce. Numerous curriculum materials and models have been developed, including those for cross credit purposes and those that are competency based. Major sources of vocational education curriculum include: Vocational Technical Education Consortium of the States; Mid-America Vocational Curriculum; and Developing a Curriculum.

The State Council feels such an effort would foster increased understanding, cooperation, and coordination, between training institutions, service and training providers, establish short and long range goals and training plans, and would provide for better utilization of facilities and resources.

MARKETING

Promote a marketing effort designed to support, reinforce, coordinate, and expand vocational technical education to all segments of Montana's population.

A coordinated and concerted effort involving appropriate state agencies, boards, associations, postsecondary institutions, and secondary schools, should be undertaken for marketing vocational technical education.

REPRESENTATION OF VO-ED ON BOARDS

Ensure that vocational education is adequately represented on the Board of Public Education and Board of Regents.

Major forces in our economy, technology, government, and society are changing the environment in which vocational education must serve our citizens. These critical and complex issues, i.e., major trends impacting educational and training requirements, closer involvement and working relationships between educators and employers, role of vocational education in economic development, and a changing technology necessitate increased understanding and knowledge of vocational technical education and of employer needs.

CENTER FOR VOCATIONAL EDUCATION

Provide continued support to the Center for Vocational Education Research, Curriculum and Personnel Development.

The State Council feels the Center provides substantial support for administrative and instructional personnel in the areas of research, curriculum, and professional development. Although a system is in place to collect information and data, efforts must be made for analyzing and reporting this information in a manner useful for policy development, program planning, and resource allocation.

EXEMPLARY COORDINATION PROJECT

Encourage local educational agencies, appropriate state agencies and service providers to examine the Summer Youth Skills and Technical Education Model Project of the Northwest Montana Human Resource Council at Kalispell as an example of a successful and effective coordination project.

Following evaluation of this project, the State Council adopted this resolution: "That the council encourage the Governor, Office of Public Instruction, Job Training Coordinating Council, private industry councils, local educational agencies, and other appropriate agencies to acknowledge both the viability and potential effectiveness of such coordinated and cooperative efforts and investigate the potential for additional meaningful projects."

Marketing

Representation of Vo-Ed on Boards

Center For Vocational Education

Exemplary Coordination Project

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